

PLANNING AND REPORTING TRANSITION ASSESSMENTS

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Objectives



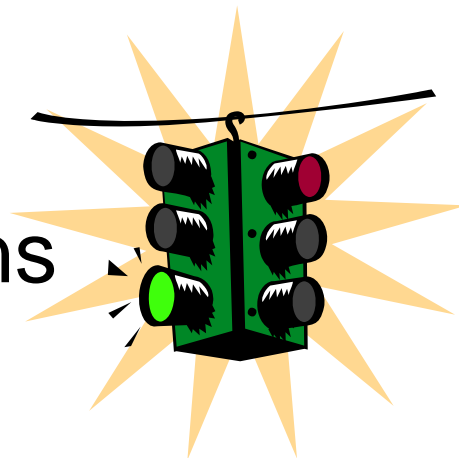
1. To review requirements for completing the Results of Age-Appropriate Transition Assessments section within the IEP.
2. To review examples of no-cost / low-cost transition assessments.
3. To clarify how to report assessments results as part of the IEP.



Part 1: Frequently asked questions

Part 2: Examples of Transition Assessments

Part 3: How to report and summarize your results



NOTE: The Office of Public Instruction (OPI) does not necessarily endorse any of the tools or materials mentioned in this presentation.



Frequently Asked Questions

1. At what age is Transition information required?

Transition documentation is required at age 16 – which means that Transition planning starts at age 15 if the student turns 16 during the duration of the current IEP.

2. What transition assessments are required?

Transition assessments are required in three areas -education, training, employment - and independent living skills where appropriate.



Frequently Asked Questions



3. When does assessment take place?

It is essential to gather information prior to the IEP meeting. Collate existing data first. Plan ahead in terms of both contributors and the assessments you might want to use.

4. Do you need to undertake new assessments each year?

Best Practice: Review information each year as the student progresses through high school. Use different assessments as appropriate and as the student's post-school goals change.



Frequently Asked Questions

5. Do you need permission to undertake Transition assessments?

No. However, always keep parents, student and caregivers informed as the IEP expands to include required Transition information.



6. Who undertakes the assessments?

Each district will have its own policies regarding who will conduct assessments. In general,

- The case manager is in the best position to gather existing data.
- The student should be the main contributor.
- Other staff may offer relevant assessment data – e.g. school counselor, school psychologist, employers.



Examples of Transition Assessments

■ EDUCATION

□ Formal

- CRT Results
- Districtwide test
- WIAT II

□ Informal

- Study Skills Inventory
- Transition Planning Checklist



Examples of Transition Assessments

■ EMPLOYMENT

□ Formal

- ASVAB
- Serve Safe Certificate
- Babysitting Certificate

□ Informal

- Employability / Life Skills Checklist



Examples of Transition Assessments

■ TRAINING

□ Formal

- Driver's License
- First Aid Certificate

□ Informal

- Typing Skills
- Self-Advocacy Checklist



Examples of Transition Assessments

■ INDEPENDENT LIVING SKILLS

□ Formal

- Vineland II Independent Living Skills
- TEACH assessment
- Brigance Life Skills

□ Informal

- Money Management checklist
- Independent Living Skills Survey



NO-COST AND LOW-COST ASSESSMENTS

All the following no-cost and low-cost assessments are examples taken from IEPs around the state.

NO-COST ASSESSMENTS

- State-wide assessments
- Criterion-Referenced Assessments (CRTs) – Reading, Mathematics and Science
- Include the range of results: Novice, Nearing Proficiency, Proficient or Advanced



NO-COST AND LOW-COST ASSESSMENTS

All the following no-cost and low-cost assessments are examples taken from IEPs around the state.

NO COST ASSESSMENTS (continued)

- Assessments utilized for reevaluation purposes provided by school staff and school support staff, e.g., academic assessments, career and vocational assessments through school counselor, work experience evaluations
- Montana Career and Information Service (MCIS) results
- School report card and grades



NO-COST AND LOW-COST ASSESSMENTS

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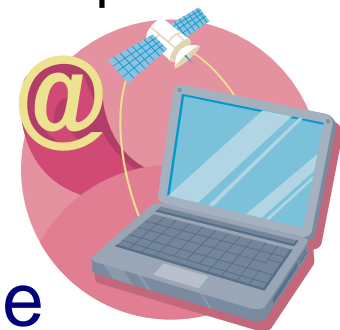
NO-COST ASSESSMENTS (continued)

- Records of student achievement, e.g., driver's license, babysitting certificate, first aid certificate, employment evaluations, such as Serve Safe
- Evaluations provided through work and community experience – work placement evaluations



NO-COST AND LOW-COST ASSESSMENTS

All the following no-cost and low-cost assessments are examples taken from IEPs around the state.



NO-COST WEB-BASED ASSESSMENTS

■ Transition Assessment and Planning Guide

- www.ruralinstitute.umt.edu/transition

- Helpful in particular for students with cognitive delay

■ Health Care Transitions JaxHATS Evaluation Tool (for client and caregiver)

- <http://hctransitions.ichp.ufl.edu/resources.html>

- Valuable for work with students with specific health impairments



NO-COST AND LOW-COST ASSESSMENTS

All the following no-cost and low-cost assessments are examples taken from IEPs around the state.

NO-COST WEB-BASED ASSESSMENTS (cont.)

■ Visual Impairment Technology Assessment

- ☐ www.tsbi.edu/tech-assess
- ☐ Helpful for students with visual impairment

■ Gates to Adventure

- ☐ www.pepnet.org/train.asp
- ☐ Assessment focused on work with students who are deaf or hearing impaired



NO-COST AND LOW-COST ASSESSMENTS

All the following no-cost and low-cost assessments are examples taken from IEPs around the state.

NO-COST WEB-BASED ASSESSMENTS (cont.)

■ Casey Life Skills Assessments

- www.caseylifeskills.org
- This is a generic assessment which also includes an American Indian Youth Assessment Supplement

■ Career Interest Inventory

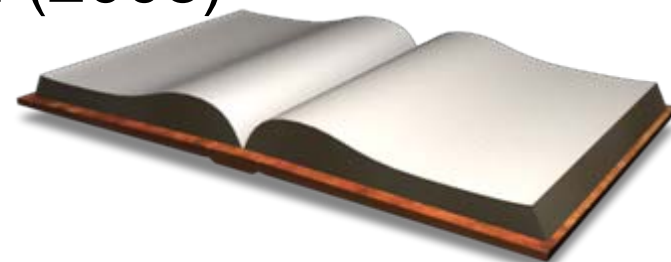
- www.calhoun.edu/inventoryprinter.html



NO-COST AND LOW-COST ASSESSMENTS

The following books contain a wide range of informal assessment materials you can reproduce at no-cost. All these materials are published by ProEd. Refer to www.proedinc.com.

- Informal Assessments for Transition Planning (2000)
- Informal Assessments for Transition: Employment and Career Planning (2007)
- Informal Assessments for Transition: Post-Secondary Education and Training (2008)
- Informal Assessments for Transition: Independent Living and Community Participation (2008)



NO-COST AND LOW-COST ASSESSMENTS

Please refer to the OPI Web site for additional examples of Transition assessments in the four key areas and a list of assessments appropriate for different disability areas.

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REPORTING and SUMMARIZING TRANSITION ASSESSMENT RESULTS

Compliant and Best Practices

1. Report the results for all areas required.
2. You may either summarize or attach the results.
3. Identify the assessment and when it was taken.
4. A summary data sheet is appropriate as long as it includes all the areas necessary.



REPORTING and SUMMARIZING TRANSITION ASSESSMENT RESULTS

Noncompliant Practices and What to Avoid:

1. Avoid “future” statements, e.g., “Tim will take his ASVAB next year.”
2. Stick to the results. Try not to speculate about what the student needs – this comes later.
3. Avoid using appropriate assessments inappropriately, e.g., giving parent questionnaire to the student.
4. Avoid vague recommendations, expectations or anticipated outcomes.
5. An attached checklist is not a summary of results.



Examples of Results

Summary Statements for EDUCATION (L.D. example)

Noncompliant Examples

- Box checked, but no results attached.
- Box left blank and no results attached.
- No assessments undertaken or reported.

Compliant Examples

- Box is checked and summary data is attached.

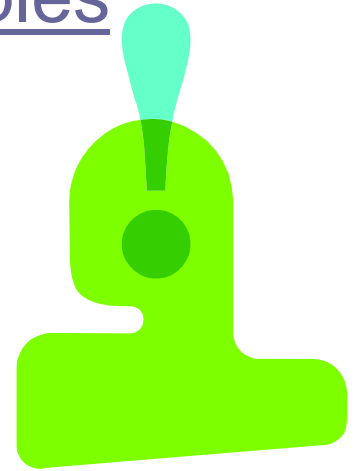


Examples of Results

Summary Statements for EDUCATION (L.D. example)

Written Summary - Noncompliant Examples

- Left blank.
- Continue with high school.
- Graduate.
- Pass classes.
- Tim will continue to work toward graduation.
- N/A
- Re-evaluation is due.



Examples of Results

Summary Statements for EDUCATION (L.D. example)

Written Summary - Compliant Examples

- According to re-evaluation 11/08 using the WIAT II, Tim is reading at a 6th grade equivalent level.
- 2008 CRT results show reading at a Novice level.
- Key Math III results 1/09 show Math Applications within the average range based on age and below average mental Math Computation.
- Study Skills Self Report 12/08 results show low ratings for time management skills.
- All Grades Junior Year 2nd Semester (2008) fell within the C and D range.



Examples of Results

Summary Statements for EMPLOYMENT (L.D. example)

Noncompliant Examples

- Box checked, but no results attached.
- Box left blank and no results attached.
- No assessments undertaken or reported.

Compliant Examples

- Box is checked and data is attached.

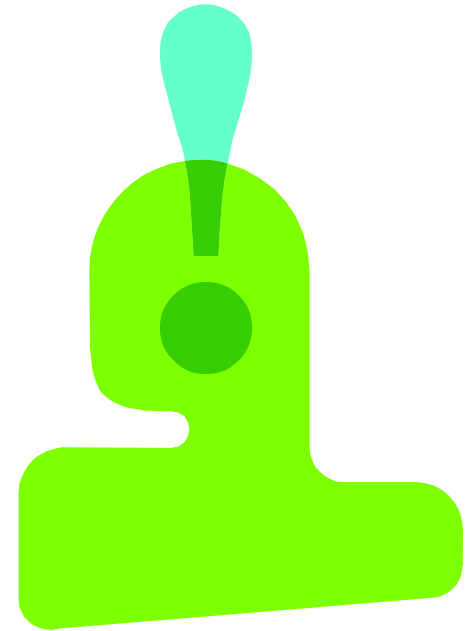


Examples of Results

Summary Statements for EMPLOYMENT (L.D. example)

Written Summary - Noncompliant Examples

- Left blank.
- No job experience at present.
- Has a job.
- N/A
- Needs a job.
- Student not employed.
- Will take MCIS next month.



Examples of Results

Summary Statements for EMPLOYMENT (L.D. example)

Written Summary - Compliant Examples

- Tom failed his initial ASVAB (Spring 2008) in the area of Math skills and passed in the other areas.
- Tom passed his Serve Safe qualification in 9/08 required as part of his after-school job.
- Results of Employability/Life Skills Assessment (1/09) show good work quantity and quality skills but low ratings for punctuality and presentation.
- In the 2007-08 school year, Tom passed all his initial keyboarding assessments with a C Grade.
- 11/08 Tom has received a positive evaluation report from his community volunteer work experience.



Examples of Results

Summary Statements for TRAINING (L.D. example)

Noncompliant Examples

- Box checked, but no results attached.
- Box left blank and no results attached.
- No assessments undertaken or reported.

Compliant Examples

- Box is checked and examples are attached.

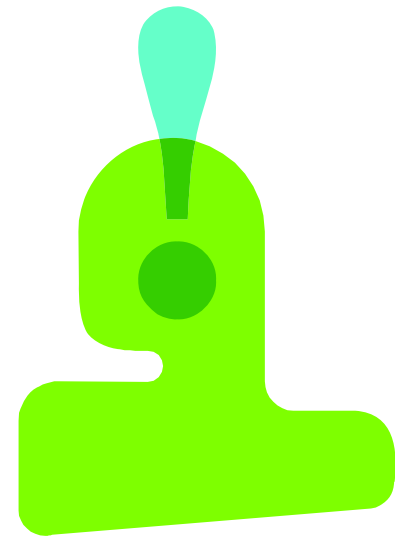


Examples of Results

Summary Statements for TRAINING (L.D. example)

Written Summary - Noncompliant Examples

- Left blank.
- Needs some later.
- Doesn't know.
- Not at this stage.
- N/A
- No experience as yet.
- Will take careers class next semester.



Examples of Results

Summary Statements for TRAINING (L.D. example)

Written Summary - Compliant Examples

- Tom passed his Driver's License written test 1/09.
- Tom passed both the written test and driver's test in the summer of 2008.
- Tom has taken a course and gained a certificate as a babysitter (April 2008).
- Tom's informal Self-Advocacy Rating Scale (10/08) shows low ratings for a) describing his disability and b) implications for future independent living skills.
- In the 2008-09 school year, 1st semester, Tom gained a C grade in his Keyboarding class which includes Word Processing, Excel and Power Point training.



Examples of Results

Summary Statements for INDEPENDENT LIVING SKILLS

Include Independent Living Skills when students will require support and training for future independent living.

Noncompliant Examples

- Box checked, but no results attached.
- Box left blank and no results attached.
- No assessments undertaken or reported.

Compliant Examples

- Box is checked and examples are attached.

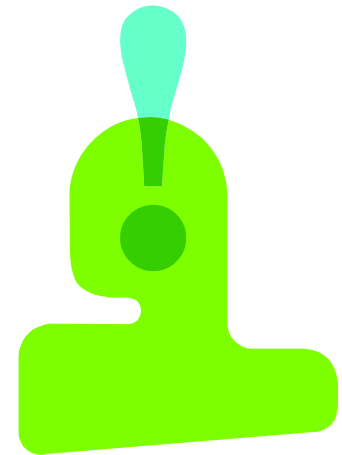


Examples of Results

Summary Statements for INDEPENDENT LIVING SKILLS

Written Summary - Noncompliant Examples

- No experience yet.
- Will take a life skills class next year.
- No language – not appropriate.
- Not able to live independently.
- Life skills class.



Examples of Results

Summary Statements for INDEPENDENT LIVING SKILLS

Written Summary - Compliant Examples

- Vineland II results (1/09) show good language skills but limited independent living skills in terms of self-care at this time.
- Tom's Transition Health Care assessment results (11/08) are varied showing strengths in knowledge of health condition, but poor ability to manage and monitor his diabetes consistently.
- Tom has a C in the Life Skills class. He can make a hot drink and prepare a box meal independently.



Visit the OPI Web site for more Transition Assessment examples and samples of efficient reporting practice.

www.opi.mt.gov



Additional questions or comments?

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